

UDL Guidelines - Educator Checklist	
I. Provide Multiple Means of Representation	Your notes
<b>1. Provide options for perception</b>	
1.1 Customize the display of information	Feature: Students are introduced to the project by videos, and interactive websites.
1.2 Provide alternatives for auditory information	Feature: Students have the opportunity to use headphones while navigating the interactive websites.
1.3 Provide alternatives for visual information	Feature: The interactive websites provide many methods of visual information.
<b>2. Provide options for language and symbols</b>	
2.1 Define vocabulary and symbols	Feature: The Readwritethink website provides opportunities to learn about certain vocabulary words.  Barrier: I believe it only covers one of Patricia Polacco's books.
2.2 Clarify syntax and structure	
2.3 Decode text or mathematical notation	
2.4 Promote cross-linguistic understanding	
2.5 Illustrate key concepts non-linguistically	
<b>3. Provide options for comprehension</b>	
3.1 Provide or activate background knowledge	Feature: In the interview videos, Patricia talks about growing up and still living in Union City. My students can express their background knowledge of meeting Patricia, walking through her house, seeing her at the Meteor parade, etc.
3.2 Highlight critical features, big ideas, and relationships	Feature: I think the interactive websites, and Patricia's website, do a nice job of showing the students some of the creative ideas they could use to express their book.
3.3 Guide information processing	
3.4 Support memory and transfer	

II. Provide Multiple Means of Action and Expression	Your notes
<b>4. Provide options for physical action</b>	
4.1 Provide varied ways to respond	Feature: Students are able to create 3 different genres, 2 of which are digital.
4.2 Provide varied ways to interact with materials	Feature: Students can use the interactive websites to help them decide which projects they would like to do, and also, the students have access to most other supplies that they may need in the classroom.
4.3 Integrate assistive technologies	Feature: Students will have access to many forms of digital media to help them with their genres/projects.
<b>5. Provide options for expressive skills and fluency</b>	
5.1 Allow choices of media for communication	Feature: iMovie, Animoto, Glogster, Voicethread, etc. are all available to the students to use.
5.2 Provide appropriate tools for composition and problem solving	
5.3 Provide ways to scaffold practice and performance	Feature: Students will be given plenty of time to collaborate with others and myself to help them decide which genres they would like to use, how to use it, etc. They will be able to make any changes as well after sharing with me and reading their peers' feedback on their blogs.
<b>6. Provide options for executive functions</b>	

II. Provide Multiple Means of Action and Expression	Your notes
6.1 Guide effective goal setting	Feature: The students will have their Book Report Helpers and Plans to help in the planning process. Barrier: These are just paper copies.
6.2 Support planning and strategy development	Feature: The students will have their Book Report Helpers and Plans to help in the planning process. Barrier: These are just paper copies.
6.3 Facilitate managing information and resources	Feature: The students will have their Book Report Helpers and Plans to help in the planning process. Barrier: These are just paper copies.
6.4 Enhance capacity for monitoring progress	

III. Provide Multiple Means of Engagement	Your notes
<b>7. Provide options for recruiting interest</b>	
7.1 Increase individual choice and autonomy	
7.2 Enhance relevance, value and authenticity	Feature: Students will have many options in creating their personal genres.
7.3 Reduce threats and distractions	Feature: Students may work collaboratively with others if they have the same book. Ultimately, they will be creating many unique genres/projects where students shouldn't feel threatened by other students' work.
<b>8. Provide options for sustaining effort and persistence</b>	
8.1 Heighten salience of goals and objectives	
8.2 Vary levels of challenge and support	Feature: Students have to create 3 different genres for their book; 2 being digital. The decisions as to which tools they are going to use, how they're going to use them, how they want to display their work, etc. are going to challenge and support their overall presentation.
8.3 Foster collaboration and communication	
8.4 Increase mastery-oriented feedback	
<b>9. Provide options for self-regulation</b>	
9.1 Guide personal goal-setting and expectations	
9.2 Scaffold coping skills and strategies	
9.3 Develop self-assessment and reflection	Barrier: Students didn't have access to the rubric that I would be using to assess as they are giving their presentations.